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ABSTRACT

The purpose of this document, which presents suggestions for needed changes in teacher education, is to provide guidance in the development of improved teacher education programs. Elements outlined in the document include: (1) the major functions of teaching (facilitating learning, classroom management, professional decision making); (2) learning, skills, and field-based experiences derived from the major functions of teaching; (3) setting standards for approving college of education programs at the national and state levels; (4) standards for approving college of education programs (program planning, implementation, personnel, content, and membership in the profession); and (5) characteristics and powers of proposed autonomous State Teacher Education Agencies. An evaluation checklist, designed to assess state agencies which currently approve teacher education programs, is included. (JD)

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National Education Association
Instruction and Professional Development

Excellence In Our Schools TEACHER EDUCATION

An Action Plan

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This document was approved by the Representative Assembly of the National Education Association on July 4, 1982, with the following statement:

This document has been designed by the NEA for the purpose of improving teacher preparatory programs and is not intended to be used in whole or part to evaluate the performance of school personnel.

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Summary

The views of the united teaching profession about needed changes in teacher education are presented in *Excellence in Our Schools, Teacher Education: An Action Plan.* NEA's purpose is to provide guidance to its state affiliates in their efforts to bring about improved teacher preparation programs. The basis of the document is that teacher preparation programs must serve both the community and the profession. They must ensure that beginning teachers are fully prepared for effective classroom practice.

Teacher preparation programs should be based on what is known about teaching, should have more rigorous criteria for admission and graduation, and should provide substantial opportunities for education students to practice what is taught in the programs. The standards by which teacher preparation programs are judged should be based on clear and defendable characteristics of the practice of teaching. Initial certification for teaching should be based on several indicators of potential success. The application of standards to teacher preparation programs and the initial certification of teachers should be governed by the teaching profession.

Since responsibilities for teacher education are the province of states and the colleges and universities, the document does not speak directly to a number of issues. There are, for example, no recommendations about the required length of time for a student to complete a program, how the program should be organized, when it should begin in the student's college career, or exactly how education students' competence is to be judged prior to certification. These are issues best resolved at the state level with the advice of classroom teachers. Also, the document does not speak to matters beyond the initial certification of teachers.

Glossary of Terms Used in This Document

Approval. The process used and the judgments made about teacher education programs in regard to a set of standards. *Accreditation* is a synonym.

Certificate. A legal document that entitles its recipient to practice teaching in the schools of the state. Synonyms are *license* and *credential.*

Classroom Teacher. ". . . any person who is certified, where required, and a major part of whose time is spent in direct contact with students or who performs allied work which results in placement of the person on a local salary schedule for teachers." (NEA Bylaw 12-1.b)

College-Based Teacher Educators. Persons employed by the college or university in the department of education to teach education students and to provide a variety of other services related to preparing those students to become teachers.

College-Based Faculty. All persons employed by the college or university who teach or provide services to education students.

Criteria for Compliance. A more complete definition of a standard for approving teacher education programs; those things which must be characteristic of a teacher education program in order for the program to meet the standard. (See also, Evidence Questions and Standards for Approving College of Education Programs.)

Education Students. Persons enrolled in collegiate programs leading to recommendation for certification as a classroom teacher.

Evidence Questions. Suggested questions to be used by persons evaluating programs of teacher education. Such questions are designed to elicit information about the degree to which the criteria for a standard are met. (See also, Criteria for Compliance and Standards for Approving College of Education Programs.)

Field-Based Experiences. The opportunities provided to education students to work with students, teachers, other professionals, school-related agencies, parents, and the public.

Instruction. Refers to the presentation of information using a variety of techniques and not limited to the lecture approach. Specifically in the standards family (4.0) it refers to the presentation of information, in various ways, to education students.

Liberal Arts. Generally includes arts and humanities; physical, natural, social, and behavioral sciences; mathematics; technology; and physical and health education. A synonym is *general education* or *general studies.*

Majority National Teachers Organization. The National Education Association, including its state and local affiliates.

NCATE. Initials for the National Council for Accreditation of Teacher Education, the organization that accredits programs in teacher preparation institutions from a national perspective. The governing body of the Council is composed of eight members chosen by the president of the National Education Association, eight members from the American Association of Colleges for Teacher Education, eight members from other professional constituencies, and two public members.

School-Based Teacher Educators. Fully certificated and tenured practicing teachers and other school professionals who supervise and in other ways work with education students to provide field-based experiences.

Standards for Approving College of Education Programs. A set of exemplary statements against which to judge teacher preparation programs. (See also, Criteria for Compliance and Evidence Questions.)

State Teacher Education Agency. The legally constituted body in the state that approves programs of teacher education and certificates teachers. In this document it is proposed that the agency be autonomous, i.e., that it be delegated full powers for those two functions. The NEA also calls for a majority of classroom teachers to govern the agency. Teachers are defined as those persons who must be certificated by the agency in order to practice.

Students. K-12 pupils.

Introduction

Teacher education is an issue of vital concern to today's practicing teachers. They believe that beginning teachers should be able to start their careers with a background of experiences which allows them to handle classroom situations comfortably. They believe that education students in college, along with exposure to the appropriate knowledge base, should have extensive opportunities to apply their acquired knowledge and skills to classroom practice.

Teachers are not alone in voicing concern that teacher education programs respond to societal and technological changes. Colleges of education, various levels of government, and the public also have expressed concern. Clearly, political, economic, and social issues have affected decisions about teacher preparation, ranging from budgetary concerns to the status of colleges of education within the university hierarchy. But one essential factor has always been missing from the decision-making process about teacher education: the expertise of the practicing teacher. Decisions about what teachers need to know and the types of experiences they need to have in order to function effectively on the first day of school have been based on research and scholarly judgment, not on experience. Approval of teacher preparation programs has been based on what should be taught, not on its relationship to initial practice. The agency for approving programs and certificating teachers at the state level has been composed largely of representatives of interest groups concerned with political, administrative, and community issues, not with the practitioner. The National Education Association believes that in order to ensure that beginning teachers can provide high quality instruction, the following must occur:

- Admissions to college of education programs must be based on various types of evidence indicating potential success as a classroom teacher.
- Teacher education programs must be designed and developed based on what the practitioner says needs to be known and done for beginning effective practice.
- Teacher education must be structured so that the beginning teacher can apply the knowledge base to the classroom situation.
- Recommendations for certification of graduates must be based on several types of information which is accumulated over the entire program and demonstrates the graduates' capability to practice effectively.
- Standards for approving teacher education programs must reflect attention to the above issues.
- The state agency for approving teacher education programs and certificating teachers must be autonomous and governed by a majority of teachers.

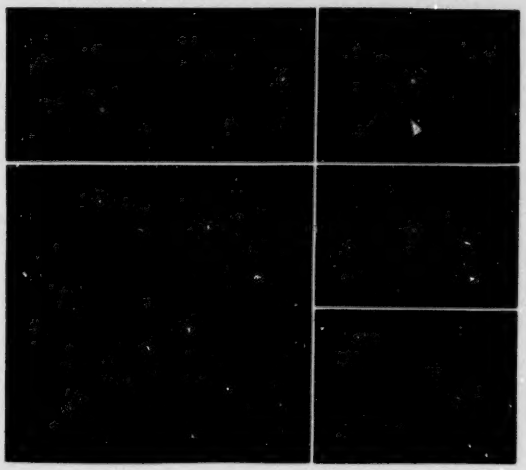
This document reflects substantive input by NEA members and represents what practitioners know must occur at all levels to ensure appropriate teacher preparation. But it is not enough to call for program changes without having the basis for determining whether the changes have occurred. It is, therefore, essential that an autonomous agency for applying appropriate standards be established.

The assumptions basic to the above changes regarding teacher education are:

- Teachers are the most critical part of the schooling process.

- In order to enhance the quality of public schooling, teachers must be given appropriate recognition — legal, financial, and professional.
- Effective instruction is dependent on teachers receiving substantial support services that are consistent with the purposes of schooling.
- The ability to provide quality instruction in the initial years of practice is directly related to the preservice preparation a prospective teacher receives.
- Decisions about teacher preparation must be made by the profession and supported through the political system which influences the operation of schools.

A Profile of Excellence for Teacher Education



A Profile of Excellence for Teacher Education

The National Education Association is committed to the following essentials for preservice teacher education:

- Requirements for entry to college of education programs should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple considerations such as recommendations of faculty (liberal arts and education), grade point average, personal interviews, and recommendations of persons in related fields.
- All teacher education programs should have three integrated components: liberal arts, at least one subject or teaching level specialty, and a professional curriculum. Both the professional curriculum and the teaching specialty must be derived from what it is practicing teachers say must be known and actually done in order to be effective in the classroom. The professional components should focus on classroom practice. Field-based experiences related to all components should be provided throughout the preservice program.
- Education students should be evaluated throughout their program, with multiple techniques. Recommended measures include observations, oral and written exams, videotapes, and products from projects. Only students who have demonstrated that they can effectively begin practice should be graduated from teacher education programs. Others should be counseled into more appropriate career study.
- Teacher education programs must be approved by the state based on standards which ensure that teachers can be effective when they begin teaching. The standards must specify that education students are provided opportunities throughout the program to apply the learnings and skills in field-based experiences.
- An autonomous, legally established agency, governed by a majority of practicing teachers, must be established in each state to approve teacher preparation programs, using the standards called for in this document, and to initially certificate practitioners.

Major Functions of Teaching

Teachers perform three critical functions in the classroom: they (1) facilitate learning, (2) manage the classroom, and (3) make decisions. These functions are essential for successful practice and must be the basis for the design, development, and implementation of any college program committed to preparing effective beginning teachers. Following is a *sample* of actions undertaken by teachers pertaining to the three functions.

1. **Facilitating Learning**

   Teachers —

   - Know the unique characteristics of their students and draw on this knowledge to promote learning
   - Identify students' levels of achievement in subject matter and provide instruction and activities appropriate to those levels
   - Identify students' learning problems and provide instruction for overcoming them
   - Identify student interests and use them to promote learning
   - Work with students individually when appropriate
   - Organize groups which enhance learning
   - Draw on a variety of techniques, materials, and technology to accommodate different learning styles
   - Use questioning techniques and plan learning experiences which encourage thinking and problem-solving skills
   - Present subject matter.

2. **Managing the Classroom**

   Teachers —

   - Organize the classroom to stimulate learning and to foster discipline
   - Evaluate classroom conditions and make adjustments when necessary
   - Provide opportunities for communication with parents and the community
   - Communicate with special service personnel and call upon them when necessary
   - Use community agencies and refer students when appropriate
   - Maintain student records for instructional purposes
   - Facilitate the work of classroom aides, volunteers, and paraprofessionals.

3. **Making Professional Decisions**

   Teachers —

   - Decide what to teach within and across subject areas within the context of available curriculum guides
   - Select and present/use materials and equipment
   - Plan priorities for the day
   - Reorganize activities as necessary
   - Use student assessment materials for instructional purposes
   - Anticipate the need for and draw on the abilities of special school service personnel such as school nurse, psychologist, social worker,

librarian/media specialist, and guidance counselor

- Decide when, where, and how to work at the local, state, and federal levels for educational improvement
- Decide how to work with professional organizations, the school community, and the public-at-large to promote action on educational problems
- Decide how to deal with the external conditions which impact their role as a teacher
- Decide how to deal with political, economic, social, and professional factors that affect their ability to function in the classroom.

Learnings, Skills, and Field-Based Experiences

Immediately upon beginning practice, teachers are called upon to function in all the ways discussed above. Although these are only some of the major considerations a teacher daily brings to the classroom, they constitute a strong basis for the redesign and reorganization of teacher education programs. The core of an effective teacher education program should be the way the knowledge base is organized and presented. It must ensure that the beginning teacher is able to apply what is learned immediately upon entering professional practice. The following learnings, skills, and field-based experiences derive from the three major functions of teaching and are meant to provide teacher preparation institutions with the foundation for reorganizing their programs.

Learnings	Skills
Knowledge of human growth and development — emotional, social, physical	How to diagnose children for appropriate instructional placement
	How to respond to and respect the emotional needs of students
Thorough knowledge of one or more subjects	How to translate knowledge of subject(s) into sequenced, grade appropriate instructional activities
Knowledge of human behavior	How to observe students for planning and implementing instructional activities
Knowledge of intellectual growth and development	How to use a variety of techniques which foster inductive and deductive thinking
Knowledge of learning — needs, problems, attitudes, variation of styles, variation of abilities	How to recognize needs of students for planning instructional activities
	How to select alternative materials and resources to accommodate different learning styles
Knowledge of exceptional children — types, remediation	How to work with special service personnel to plan, implement, and evaluate learning activities for exceptional students
Knowledge of the development of critical thinking and problem-solving skills	How to form questions that require higher level cognitive responses
Knowledge of assessment measures: uses, interpretations, abuses, construction	How to construct and/or administer a variety of measures to assess student achievement
Knowledge of social and cultural impact on learning	How to set appropriate goals based on the unique characteristics of students
Knowledge of environmental impact on students	How to organize and maintain an environment conducive to learning
Knowledge of communication	How to communicate with students about learning, with parents about students, and with colleagues, the community, the public-at-large, and policymakers

Learnings	Skills
Knowledge of instructional design and technology	How to operate technological equipment, recognize its usefulness for instruction, and incorporate its use in lesson planning
Knowledge of resources and materials	How to critically review new materials according to established criteria and resist pressures
Knowledge of curriculum design and development	How to plan, implement, and evaluate learning activities
Knowledge of legal responsibilities — liabilities, constraints	How to plan, implement, and evaluate learning based on legal considerations
Knowledge of community agencies and referral processes	How to establish rapport with community agencies, and how to refer students through the proper channels
Knowledge of the history and foundations of public schooling in the United States	How to compare goals of the school district with the history and philosophy of education
Knowledge of group dynamics as it relates to communication with all significant role groups	How to develop rapport and communicate with significant groups, i.e., students, colleagues, and community
Knowledge of the impact of public policy on schools	How to anticipate and have influence on political and economic decisions and their impact on instruction
Knowledge of the interrelationships between schools, governments, and the public-at-large	How to identify instructional issues and organize for action at local, state, and national levels
Knowledge of what types of records should be kept; understanding of the importance of accurate records; knowledge of state and district policies about record keeping and of legal implications.	How to organize and maintain student records for instructional purposes
Knowledge of the labor movement and its impact on schooling.	How to participate in the collective bargaining process to benefit education
Knowledge of educational research	How to interpret research findings and translate them into practice

Field-Based Experiences

The NEA calls for field-based experiences beginning with the first education course and continuing throughout the entire program. Experiences should be sequenced starting with observations, then working under direct supervision, in teams, and independently. The following are among the field-based experiences education students should have:

Observation

- Education students should have opportunities to observe when and where appropriate —

  an individual student
  small groups of students in a variety of settings
  total classrooms at many levels
  parent-teacher conferences
  parent meetings
  school board meetings
  activities at the state education agency
  the state legislature
  professional and learned organizations
  the united teaching profession.

Microteaching

- Education students should be videotaped teaching small groups of students and an entire class in a variety of situations, e.g. —

  presenting a lesson
  dealing with students
  changing from one activity or class to another.

Developing Case Studies of Individual Students

- Education students should have opportunities to observe an individual student in a variety of settings, use available school records, and talk with teachers and parents and, from these, identify strengths and weaknesses and develop a plan for working effectively with the student.

Translating Theory into Practice

- Education students should be provided with strategies and opportunities for applying the theories they are taught to classroom practice. The strategies should focus on and cover those conditions which affect planning, implementing, and evaluating instruction.

Curriculum Design and Development

- Education students should be provided opportunities to identify how disciplines of knowledge are organized and structured, the way they are sequenced, and what value and constraints curriculum guides have for them. They should have opportunities for sequencing knowledge and planning for immediate, intermediate, and long-range activities.

Instructional Technology

- Education students should have opportunities to learn about instructional technology — current and emerging — how to use it, and the relationship between curriculum and instruction.

Classroom Experiences

- Education students should have broad and extensive experiences in classrooms throughout their program. There must be several opportunities to assume full responsibility in classrooms throughout the program.

Setting Standards for Approving College of Education Programs

Teacher education programs should be approved at two levels: nationally through the National Council for Accreditation of Teacher Education (NCATE), and at the state level through an agency such as a professional standards board. The national accreditation system concerns itself with evaluating all aspects of teacher education programs, including facilities, governance, available resources, personnel, and budget. The state approval system should concern itself more specifically with the content — its organization, substance, and the provision of experiences which will ensure that beginning teachers have the capability to begin practice within that state. The difference between the two types of approval systems is that the national system concerns itself with broader issues and the state system reflects more specific concerns of its constituency — the kinds of experiences, knowledge, and skills their newly employed teachers will have. The NEA calls for state approval being coupled with NCATE approval to ensure that all aspects of teacher education programs will be considered at the appropriate level of specificity. Further, the NEA recommends that the procedures for approving teacher education programs follow the NCATE processes. That is, a team proportionally representing the constituency of the state approval agency should be assembled; on-site visits should occur; historical, descriptive, and observational data should be collected, reviewed, and critiqued; and the team should recommend approval or disapproval.

The standards presented on the following pages are standards the NEA believes should be adopted by state agencies which approve teacher preparation programs. They provide the basis for determining what and how learnings necessary for effective initial practice are presented. The standards are divided into five families: (1) Program Planning, (2) Program Implementation, (3) Program Personnel, (4) Program Content, and (5) Membership in the Profession. Within each family are several standards which will ensure the appropriate programmatic effort. Accompanying each standard are a set of criteria for compliance and a set of evidence questions. The evaluation team should use the criteria for compliance to determine if the standard has been met. The evidence questions are suggested ways for the team to verify that the criteria have been met.

Standards for Approving College of Education Programs

1.0 Program Planning

1.1 *The purpose of the program is to prepare beginning teachers to function effectively when beginning practice.*

Criteria for Compliance

1. The stated goals of the program, as evidenced in the plan, are to prepare beginning teachers to function effectively.
2. The objectives of the program, derived from the goals, include providing field-based experiences and ways to apply the knowledge base to classroom activities.
3. The program plan includes providing content and skills which teachers have identified as being necessary for beginning practice.

Evidence Questions

1. Does the plan include classroom application strategies accompanying each set of learnings offered?
2. Does the plan include opportunities to practice what is being taught?
3. Does the plan include sequenced field-based experiences throughout the program?
4. Does the plan provide for education students to participate in direct classroom activities throughout the program?
5. Does the plan identify the number of teachers (and their specialty areas) and the teacher organizations the college of education consulted with in developing the plan?

1.2 *The program plan is based on an established knowledge base derived from what teachers do in a classroom.*

Criteria for Compliance

1. The program has been designed and developed on the basis of up-to-date research, input from practicing certificated K-12 teachers, and observations of K-12 classrooms.
2. The program has specific stated objectives which are based upon current practice.
3. Each component of the program is related to the stated objectives.
4. The program plan is continually evaluated and modified based on input from practicing certificated teachers, students in the program, graduates, and college-based faculty.
5. The program is designed to enable prospective teachers to learn what they need to know to be effective in their particular teaching situation.

Evidence Questions

1. Does the program plan include input from practicing certificated K-12 teachers?
2. Does current research by the education faculty include attention to what teachers are doing in the classroom?
3. Have practicing certificated K-12 teachers been involved in evaluation and modification of the program plan?

4. Does the program plan allow for feedback from currently practicing certificated teachers, including recent graduates?
5. Does the plan articulate all the roles a teacher plays during the course of a day/year, e.g., academic, behavior management, interpersonal relationships, record keeping?
6. Is the plan revised frequently to reflect changes in what teachers must do as a result of new legislation or education codes?
7. Have program changes been based on input and observations from practicing certificated teachers?
8. Does the program provide opportunities for the education student to explore not only what teachers do now in the classroom but what they should anticipate for future practice?
9. Does the program plan call for college-based teacher educators to practice and/or demonstrate methods and materials in the classroom with K-12 students?

1.3 *The program is systematically planned and there is coordination among the liberal arts, teaching specialty, and professional curricula.*

Criteria for Compliance

1. The program includes liberal arts study.
2. The liberal arts study includes arts/humanities, mathematics/science/technology, social and behavioral sciences, and physical and health education.
3. Program activities are derived from the stated goals and objectives.
4. Program activities are internally consistent, comprehensive, and sequential
5. The teacher preparation curriculum includes a coordinated and sequential series of professional learnings.
6. The program includes field-based experiences and opportunities to learn how to apply all learnings to classroom situations.

Evidence Questions

1. Is there a published set of learnings which indicates inclusion of liberal arts?
2. Do the planned learnings include study in arts/humanities, mathematics/science/technology, social and behavioral sciences, and physical and health education?
3. Does the program have a clear sequence that allows education students to build on knowledge gained in the program?
4. Are activities designed so that the entire program is unified and integrated?
5. Have planners attended to the relationship between program activities and successful classroom practice?
6. Is there documentation that stated goals have been used to design program activities?
7. Do the planned learnings include professional studies and field-based experiences?
8. Is application considered an essential part of the planned learnings?

1.4 *The program is designed and developed primarily by persons expert in pedagogy, practice, and academic specializations.*

Criteria for Compliance

1. Professors of education, practicing certificated K-12 classroom teachers, and faculty from other college/university departments design and develop the program.
2. Program planners consult with students, graduates of the institution, employers, representatives of the public, and practicing certificated K-12 teachers in the local area.
3. Planners are representative of their constituencies and fields of expertise.
4. A balance exists within the planning group among the constituencies and fields of expertise.
5. The planning group has authority to plan the program.

Evidence Questions

1. Have professors of education, practicing certificated K-12 classroom teachers and faculty from other departments participated in the planning process?
2. Has there been comprehensive consultation with students, graduates of the institution, employers, representatives of the public, and practicing certificated K-12 teachers in the planning process?
3. Does the process of establishing the planning group specify a method of selection to ensure that planners will be representative of their constituencies and fields of expertise?
4. Does the planning group have balance among the contituencies and fields of expertise?
5. Has sole authority for planning the program been clearly delegated to the planning group?

1.5 *The overall program design reflects planned opportunities for acquiring knowledge and skills essential for successful classroom functioning.*

Criteria for Compliance

1. The program plan includes the knowledge and skill areas necessary for successful classroom functioning.
2. The program plan includes planned opportunities for acquiring and applying the knowledge and skills in a variety of settings.
3. The program plan provides for regular updating of knowledge and skills through interactions between higher education faculty and teachers in the field.
4. The program plan includes sequenced field-based experiences necessary for classroom functioning.

Evidence Questions

1. Is the body of knowledge and skills deemed essential for successful classroom functioning specified?
2. Does the program provide students with supervised field-based experiences?
3. Does the program provide for theory and practice being explicitly related to the field-based experiences?
4. What evidence exists that the program uses expanding knowledge,

increasingly complex understandings, and advancing skill development in preparing teachers?

5. What evidence exists that the knowledge and skills are actually updated?

2.0 Program Implementation

2.1 *Program implementation is consistent with program purposes and design.*

Criteria for Compliance

1. All aspects of the curriculum are geared toward preparing teachers to function effectively.
2. Field-based experiences are part of every set of learnings offered education students.
3. Every set of learnings offered education students has an application component.

Evidence Questions

1. Is the knowledge base offered education students grounded in current and in some cases future practice?
2. Are field-based experiences part of the entire curriculum?
3. Are application strategies part of the entire curriculum?

2.2 *Procedures for student admittance, continued enrollment, and graduation are consistent with program purposes.*

Criteria for Compliance

1. There is minimally a comprehensive semiannual counseling and evaluation of students preparing to be teachers.
2. There are clearly defined criteria for continuing enrollment in the teacher education program.
3. All requirements are applied equitably and without discrimination to all students, including transfer students. Such processes are consistent with institutional affirmative action policies and goals.
4. The college has developed clearly delineated procedures for probation and dismissal.

Evidence Questions

1. Has a program for counseling and evaluating education students been established?
2. Is the counseling/evaluation program in operation?
3. Are the criteria for continuing enrollment in written form and readily accessible to all education students?
4. Are affirmative action policies and goals in written form and distributed to all students upon entry into the program?
5. What are the provisions for due process within the evalution procedures?
6. Are probation and dismissal procedures written and distributed to all students upon entry into the teacher education program and to all students who are in jeopardy?

2.3 *College-based teacher educators demonstrate practical knowledge of schools and classroom teaching.*

Criteria for Compliance

1. College-based teacher educators have continual, direct contact with schools and classrooms.
2. College-based teacher educators use instructional techniques that reflect the methods advocated for practicing teachers.
3. College-based teacher educators teach a wide range of instructional models and techniques to education students, use those models and techniques throughout the program, and provide opportunities for education students to use them as well.
4. College-based faculty demonstrate an understanding of current educational practice, including curriculum, organization, staff roles, and the external forces that affect them.
5. College-based faculty demonstrate an awareness of future practices and incorporate them into the curriculum where appropriate.

Evidence Questions

1. Do college-based faculty use the same methods in teaching education students that education students are taught to use in classrooms?
2. Do college-based faculty draw on their experiences in schools, research expertise, and sound instructional theory in instructing education students?
3. What proportion of the assigned time of college-based teacher educators is spent in schools? As scholars? As supervisors of education students? As consultants to classroom teachers and schools?
4. Does the program provide education students with various models such as individualized instruction, microteaching, laboratory situations, tutoring, and lecture?
5. Are there proper facilities to implement the teaching and learning methods used in the program?
6. Are education students encouraged and required to continually practice the methods they are being taught to use? Does this practice take place in a variety of settings?

2.4 *The program provides sufficient opportunities for education students to practice what they are learning.*

Criteria for Compliance

1. The program provides many opportunities for the education student to observe, plan, and practice in a variety of classroom settings all of the knowledge and skills learned in the program.
2. The school-based experiences provided for education students take place in a variety of settings.
3. School-based educators have received sufficient training for their role of supervising prospective teachers.
4. College supervisors of student teachers are assigned supervisory loads which permit observation of each student teacher on a regular and systematic basis for a full lesson presentation.
5. There is a systematic coordination of efforts between school- and college-based educators during the student teaching experience.

6. School-based experiences are sequenced and occur concurrently with the college curriculum, providing opportunity for analysis and evaluation so that theories and practice in schools are related.
7. Student teachers have a full-time supervised teaching experience of at least three months duration.
8. School-based teacher educators are provided sufficient resources (particularly time and compensation) to work effectively with education students.

Evidence Questions

1. Does the program provide for early and frequent observation and involvement in the school community? Is this done in conjunction with related course work?
2. Are clinical experiences provided throughout the program and supervised by practicing certificated K-12 teachers?
3. What systematic experiences for analysis are provided education students so that they can examine their school-based experiences?
4. How much time is devoted to simulation in the program? To school-based experiences? To nonschool field experiences? Is the proportion to the total program consistent with the purpose of the program?
5. Are college experiences integrated with school-based experiences so that each contributes to a deeper understanding of the other and of teaching?
6. Have teacher education students been provided experiences in —

   Urban, rural, and suburban settings?
   Regular education and classes with mainstreamed students?
   Classrooms with students who have multicultural backgrounds?
   Agencies providing special services to schools?

7. What information shows that school-based teacher educators are trained in supervision of education students and are committed to the task of educating teachers?
8. What is the ratio of education students who are student teaching in schools to college-based teacher educators?
9. Are meetings and/or written communications from school- and college-based teacher educators scheduled on a regular basis?
10. Is a sequence of school-based experiences available in written form?
11. Do education students follow the suggested sequence?
12. Does the education student have teaching experiences which extend over at least a three-month period?

2.5 *The program coordinates specific teaching methodology with subject matter specialties.*

Criteria for Compliance

1. Specific methods are taught which are directly related to the academic specialties education students are studying.
2. College-based faculty give attention to the types of methods which are called for in presenting a specific academic discipline and how it varies from other disciplines.
3. College-based teacher educators give attention to the quality of content as well as to the variety of teaching methods to be used by education students.

4. College-based faculty and teacher educators work together in planning and implementing learnings in the subject matter specialty component to ensure the integration of knowledge and methods.

Evidence Questions

1. Are methods taught along with the subject matter specialties?
2. Does the presentor of subject matter refer to specific teaching methods when discussing various parts of the knowledge base?
3. Are field-based experiences provided to education students which allow them to practice specific methods for a specific discipline?
4. Are education students given opportunities to compare the effectiveness of methods for one discipline with their effectiveness for other disciplines?

3.0 Program Personnel

3.1 *College-based teacher educators and school-based teacher educators model attitudes and behaviors desired of education students.*

Criteria for Compliance

1. College- and school-based teacher educators belong to and are active in professional organizations.
2. College- and school-based teacher educators accept and value differences in student backgrounds and learning styles and use that knowledge to plan and implement their programs.
3. College- and school-based teacher educators work effectively with support personnel (e.g., aides, special service personnel, and administrators).
4. School-based teacher educators use effective instructional strategies in teaching education students.
5. College- and school-based teacher educators systematically assess their own instructional and professional behavior, modify their behavior on the basis of that assessment, and share the process with their education students.

Evidence Questions

1. Are the following attitudes and behaviors expected of college-based teacher educators: (a) active participation in professional organizations; (b) acceptance of individual student differences; (c) rational and professional decision-making ability; (d) positive attitudes toward teaching, the profession, and the future; and (e) effective relationships with support personnel?
2. What processes are established to encourage these attitudes and behaviors in school-based teacher educators?
3. Are the instructional strategies used by school-based teacher educators effective models of the teacher education program?
4. Are there written procedures for college- and school-based teacher educators to evaluate their own performance?

3.2 *College-based teacher educators and school-based teacher educators have in-depth preparation, training, and experiences in their instructional fields.*

Criteria for Compliance

1. College- and school-based teacher educators have specialized training and demonstrated expertise in their areas of specialization.
2. College-based teacher educators engage in continual study and/or personal research in their areas of specialization.
3. College- and school-based teacher educators translate theories from their areas of specialization into school practice.
4. College-based teacher educators have had experience supervising, consulting, and working in an elementary or secondary school in contact with public school students and classroom teachers within the previous two years.
5. School-based teacher educators who volunteer to work directly with student teachers are fully certificated tenured teachers employed within the district.

Evidence Questions

1. What process is used to select school-based teacher educators? To what extent is selection based on their competence in their fields of expertise and their performance as classroom teachers?
2. Do the criteria for selection of college-based teacher educators stress their competence and experience both in their fields of expertise and as teachers?
3. Do college- and school-based teacher educators incorporate new knowledge from their areas of specialization in their instruction?

3.3 *College-based faculty are evaluated on appropriate criteria, and personnel decisions are consistent with the results of the evaluation.*

Criteria for Compliance

1. Performance expectations for college-based teacher educators are consistent with objectives of the teacher education program.
2. College-based faculty participate in the development of personnel evaluation criteria and procedures, incorporating information and views from education students and practicing certificated K-12 teachers.

3. Personnel decisions are based upon the results of the evaluation process.
4. There are written statements of expectations of college-based faculty which describe successful performance.
5. Necessary evaluation procedures are administered in a fair and equitable way.

Evidence Questions

1. What is the relationship between the expectations describing successful performance and the goals established for the teacher education program?
2. What processes are established for college-based faculty, education students, and practicing certificated K-12 teachers to participate in the development of evaluation criteria and procedures? Is there evidence that these processes are followed?
3. What evidence is there that personnel decisions are based on the results of the evaluation process?
4. What are the provisions for due process within the evaluation process?
5. Are carefully developed, written guidelines for evaluation of college-based faculty being utilized consistently?
6. Has each college-based faculty member participated in developing specific criteria for his/her evaluation?

4.0 Program Content

4.1 Subject Matter Content

4.1.1 *The program provides for improving education students' proficiency in basic skills if related admission requirements have not been met.*

Criteria for Compliance

1. The college of education is provided evidence of proficiency or potential proficiency in the basic skills of those who apply for admission.
2. The program offers instruction in the basic skills that college students need in order to succeed in a professional school.

Evidence Questions

1. Is proficiency in basic skills defined to include all of the following: reading, writing, speaking, listening, and mathematics?
2. Does the college/university provide remedial instruction during the first two years for those admitted with deficiencies in the basic skills?
3. Does the college of education receive from arts and science instructors clear, precise evidence of the level of proficiency in the basic skills of those who apply for admission to teacher education?

4.1.2 *The program provides instruction in the liberal arts.*

Criteria for Compliance

1. The program provides instruction in all the liberal arts: the humanities, the arts, sciences, mathematics, technology, and physical and health education.
2. The program requires that education students have a balance of studies among the liberal arts.

Evidence Questions

1. Are students required to take courses in the liberal arts?
2. Are students required to balance their selections in the liberal arts?

4.1.3 *The program provides instruction in critical thinking, problem solving, and creativity.*

Criteria for Compliance

1. The major schools of thought on critical and creative thinking are part of the instructional program.
2. Critical and creative thinking processes are modeled and taught in both liberal arts and professional sequences.
3. The program provides opportunities for education students to develop their higher-level cognitive abilities and problem-solving techniques.
4. The program provides opportunities for education students to incorporate thinking and problem-solving skills in their clinical experiences.
5. All aspects of the program demonstrate teaching and learning that reflect high-level thinking and problem solving.

Evidence Questions

1. Is there instruction in both inductive and deductive thinking processes?
2. Are students introduced to the processes of analysis for criticism, essay review, and debate?
3. Are students instructed in the knowledge bases about creativity?
4. Are a variety of teaching methods employed within the program that require higher level thinking skills?
5. Is there evidence that the general curriculum demonstrates teaching and learning opportunities directed at higher cognitive thinking?

4.1.4 *The program provides in-depth instruction in the subject matter specialty(ies) the education student proposes to teach, as well as in closely related fields.*

Criteria for Compliance

1. The program provides instruction in the teaching specialty(ies) of sufficient depth for the education student to teach it to students.
2. The program provides instruction in fields closely related to the teaching specialty(ies) so that the education student's knowledge is enhanced.
3. The program provides instruction in methodology as used in the classroom.

Evidence Questions

1. Are education students required to complete a subject major?
2. Are education students who will teach in elementary schools provided substantive instruction in the major branches of the curriculum they will be required to teach in nondepartmentalized settings?
3. Are education students provided instruction in and experiences which relate their teaching specialty(ies) to other disciplines? For example, are prospective teachers of physics provided in-depth instruction in chemistry and mathematics?

4.1.5 *The program provides instruction in human growth and development.*

Criteria for Compliance

1. The major research findings and schools of thought on human growth and development are included in the curriculum.
2. The curriculum includes implications of human growth and development studies for working with students in schools.
3. The curriculum includes strategies and opportunities for applying knowledge of human growth and development to classroom situations.

Evidence Questions

1. Is there instruction in the various developmental stages of children and youth?
2. Is there instruction in how some children and youth vary from normal growth and development patterns and in how to identify the variations?
3. Is there instruction in the relationships, and in the implications of those relationships, between growth/development and accomplishable learning tasks?

4.1.6 *The program provides instruction in how humans learn.*

Criteria for Compliance

1. Knowledge of theories of learning is required of all education students in the program.
2. Education students are instructed in all major schools of thought on learning.
3. Instruction in learning theory and the psychology of learning is related to the role of the teacher in promoting learning through formal schooling.
4. Strategies for applying learning theories to planning, implementing, and evaluating instructional activities are an integral part of the curriculum.

Evidence Questions

1. Are the major schools of thought in behavioristic, developmental, and social psychology clear and distinct parts of the instructional program?
2. Are education students required to study several kinds of learning theories?
3. Is the emphasis in learning theory and the psychology of learning on applying the knowledge to classroom instructional activities?
4. Is the emphasis in the psychology of learning based on how the teacher can use the knowledge to analyze and respond to students' learning needs?

4.1.7 *The program provides opportunities for education students to acquire and apply appropriate knowledge and skills effectively for teaching students of varying racial, cultural, linguistic, religious, and socioeconomic backgrounds.*

Criteria for Compliance

1. The program provides opportunities for understanding and appreciating the unique contributions, needs, similarities, differences, and interdependencies of students from varying racial, cultural, linguistic, religious, and socioeconomic backgrounds.

2. The program provides experiences related to the implications of racial, cultural, linguistic, religious, and socioeconomic differences for student behavior and classroom instruction.
3. The program provides experiences in developing instructional techniques and curricula suitable for students of varying backgrounds.
4. The program provides strategies and opportunities for applying this type of knowledge to classroom situations.
5. The program is aware of and provides for the varying racial, cultural, linguistic, religious, and socioeconomic backgrounds among its own student population.

Evidence Questions

1. Does the program provide opportunites for education students to develop or enhance positive attitudes toward understanding and appreciating the contributions, needs, similarities, and differences of students from varying racial, cultural, linguistic, religious, and socioeconomic backgrounds?
2. Does the program specifically address the attitudinal variations and diverse learning styles of students due to their varying backgrounds?
3. Does the program provide opportunities for education students to design instructional activities for pupils of varying racial, cultural, linguistic, religious, and socioeconomic backgrounds and to implement them in the pupils' own school environment?
4. Does the program provide for the teacher education faculty and education students to confront and modify existing prejudices and stereotypes?

4.1.8 *The program provides instruction in the physical and intellectual development of students from varying backgrounds and with a wide range of abilities.*

Criteria for Compliance

1. The program provides opportunities for the education student to recognize differences in physical and intellectual development of students.
2. The program provides systematic opportunities for the education student to understand and work with students of varying learning styles, achievement levels, and special physical, emotional, and learning needs.
3. The program provides opportunities for the education student to apply the knowledge of individual needs and differences to classroom situations.

Evidence Questions

1. Does the program provide for education students to systematically have contact with a variety of student differences?
2. Does the program make provisions for education students to work with pupils of varying learning styles and achievement levels such as the academically talented, the gifted, the learning handicapped, and the physically or emotionally handicapped?
3. Does the program provide opportunities for education students to design instructional activities for pupils with exceptional needs and to implement them in varied and appropriately selected settings which address those needs?

4.2 The Teaching Process

4.2.1 *The program provides instruction in planning for teaching.*

Criteria for Compliance

1. The program includes instruction in how to use educational goals and objectives to plan instructional activities.
2. The program provides instruction to familiarize education students with a variety of print and nonprint materials for accomplishing particular objectives.
3. The program provides instruction in selecting among instructional strategies for accomplishing particular objectives.
4. The program provides instruction in allocating time for accomplishing both short-range and long-range objectives.

Evidence Questions

1. Is there instruction in various models for developing instructional goals and objectives?
2. Is there instruction in assessing the relative strengths and weaknesses of particular print and nonprint materials for instructional purposes?
3. Is there instruction in daily, weekly, grading-period, semester, and annual planning?
4. Is there instruction in developing and applying lesson plans?

4.2.2 *The program provides instruction in teaching strategies known to promote student learning.*

Criteria for Compliance

1. The program draws on the most current research and development in how instructional strategies contribute to specific learnings.
2. Education students are taught a broad range of cognitive, affective, and psycho-motor instructional strategies.

Evidence Questions

1. Does the program include strategies for direct instruction of students?
2. Does the program include instruction in how to achieve maximum student time-on-task?
3. Does the program include instruction in how to provide immediate feedback to promote and reinforce learning?

4.2.3 *The program includes instruction in the decision-making role of the teacher.*

Criteria for Compliance

1. There is instruction in decision making as a major function of teachers as professionals and experts in their teaching specialties.
2. There is instruction in the full range and variety of decision-making activities required of teachers on a daily basis.
3. Education students are introduced to several decision-making models.

Evidence Questions

1. Is there instruction in decision-making roles concerning the selection of content?

2. Is there instruction in decision-making roles concerning the selection of instructional techniques?
3. Is there instruction in decision-making roles concerning classroom management?
4. Is there instruction in decision-making roles of evaluating student learning?
5. Are the authority roles of teachers as decision makers taught by comparing them to authority roles in other professions?

4.2.4 *The program provides instruction in using print and nonprint materials and emerging technology.*

Criteria for Compliance

1. Instruction is provided in the use of the full range of available print and nonprint materials and emerging technology.
2. Instruction in print and nonprint materials and emerging technology emphasizes the appropriate use of specific materials and technology for particular instructional purposes.
3. Hands-on experience is provided in using print and nonprint materials and emerging technology to accomplish specific instructional purposes.

Evidence Questions

1. Is instruction in a variety of print materials provided, including the critiquing of materials?
2. Is instruction in a variety of nonprint materials provided, including opportunities to learn how to use and critique them?
3. Is instruction in emerging technology provided, including uses and limitations?

4.2.5 *The program provides instruction in developing procedures for working with and promoting learning for students with exceptional behaviors.*

Criteria for Compliance

1. Instruction is provided in the basic methods of teaching students with different learning, physical, and social/emotional disabilities.
2. Instruction is provided in methods of identifying exceptional behaviors.
3. Instruction is provided in the process of making referrals.
4. Instruction is provided for working with special service personnel.

Evidence Questions

1. Is there direct instruction in methodologies for working with learning disabled students?
2. Is there instruction in how to recognize exceptional behavior?
3. Is experience provided in processing referrals?
4. Is experience provided in understanding the Individualized Education Program (IEP) process?
5. Is experience provided in working directly and intensively with K-12 students with a wide range of exceptionalities?

4.2.6 *The program includes instruction in classroom management.*

Criteria for Compliance

1. There is instruction in the variety of management roles teachers must perform.
2. There is instruction in several models of classroom management.
3. There is instruction in how to manage a major activity or activities and concurrently monitor several ancillary activities.
4. There are opportunities for trying out several management models and selecting among them for particular purposes.

Evidence Questions

1. Is there instruction in time allocation and moving from one activity to another?
2. Is there instruction in managing activities concurrently?
3. Is there instruction in a variety of models of classroom control?
4. If state policies do not prohibit, is there instruction in record keeping, reporting, managing, and accounting for classroom-related finances?

4.2.7 *The program provides instruction in learning to practice a broad range of interpersonal and group-process skills.*

Criteria for Compliance

1. The curriculum includes a broad range of interpersonal and group-process skills.
2. There is instruction in identifying effective interpersonal and group-process skills for particular audiences.
3. There is opportunity to practice and perfect the most essential interpersonal and group-process skills.

Evidence Questions

1. Is there instruction in interpersonal and group-process skill development models?
2. Is there instruction in chairing and in other ways facilitating both large and small groups?
3. Is there instruction in how to function as part of a team?
4. Is there instruction in individualizing learning experiences?
5. Is there instruction in conflict management?

4.2.8 *The program provides instruction in a broad range of communication skills as they relate to the professional role of the teacher.*

Criteria for Compliance

1. There is instruction which identifies and describes appropriate audiences for communication.
2. There is instruction in the unique requirements of various audiences for communication.
3. There is instruction in the levels and types of communication most appropriate for various audiences.
4. There are opportunities to practice communicating with a variety of audiences.

Evidence Questions

1. Is there instruction which identifies and describes different characteristics unique to students, colleagues, parents, the general public, policymakers, and mass media groups?
2. Is there instruction in the nature of communication that various audiences want and should receive?
3. Is there instruction in various levels of communication ranging from notes to parents, to speaking before public groups, to informing policymakers about the professional knowledge and skills which undergird particular policy decisions?
4. Are simulation, role playing, and actual communication with various audiences used as instructional techniques?

4.2.9 *The program provides instruction in a broad range of processes for evaluating student learning.*

Criteria for Compliance

1. There is instruction in the various theories of student evaluation, both subjective and objective.
2. There is instruction in the criteria and processes available for evaluating student learning.
3. There is emphasis on learning to use multiple approaches to student evaluation, with no one approach having the major role.
4. The program includes the study of specific processes and instruments for evaluating student learning.
5. Education students are provided experiences in using a broad range of criteria, processes, and instruments for evaluating student learning.

Evidence Questions

1. Are education students taught various theories of student evaluation, including their reported strengths and weaknesses?
2. Are the major processes for student evaluation included in instruction: teacher judgment, teacher-made tests, standardized tests, norm-referenced and criterion-referenced tests, observation, interview, student work products, simulation, role playing, contracts, self- and peer evaluation, expert panels?
3. Is there instruction in the relative merits of diverse evaluation processes for various purposes?
4. Are there opportunities for education students to experience devising, administering, and interpreting teacher-made tests; interviewing students; and using simulation, role playing, and other evaluation techniques in classroom situations?
5. Are there opportunities to experience using the results of student evaluation to plan instructional activities?

4.2.10 *The program provides instruction in the unique role, significance, and contribution of schooling in American democracy.*

Criteria for Compliance

1. Education students are instructed in the variety of goals for schooling, how the goals have evolved, and how they contribute to productive citizenship in a democracy.
2. The program emphasizes how schooling has changed over time in

response to societal and other needs, and the implications of the changes for teachers entering practice.

3. The program provides instruction in the role schooling has played in the integration of people of diverse ethnic backgrounds in American society while accommodating pluralism.

Evidence Questions

1. Are education students instructed in the various goal statements for education adopted by various states?
2. Are education students instructed in the relationship between the goals of education and the roles of citizens in a democracy.
3. Are education students provided instruction in the evolution of the American school system?
4. Is there instruction in how social change and current social issues impact on the classroom teacher, e.g., working mothers, single-parent families, teenage pregnancy, bilingual education, alternative schools?
5. Is there instruction in the pluralistic nature of American society and its implications for schooling?
6. Are education students required to have firsthand experience in relating to groups different from their own?

4.2.11 *The program provides instruction in how American schools are supported, governed, and organized.*

Criteria for Compliance

1. The program includes instruction in the financing and organizing of schools of all levels.
2. The program provides instruction in the implications of locus of school control and its relationship to the American political process.
3. Education students have direct experiences in observing or becoming involved with school governing agencies.

Evidence Questions

1. Does instruction emphasize state and local school district authority, responsibility, and structure for schooling?
2. Is there instruction in the federal role and structure for schooling as it affects the classroom teacher?
3. Is there instruction in how state and federal legislative processes impact the classroom?
4. Is there instruction in how resources for American schools are obtained and allocated?
5. Is there instruction in the relationship of the organization and governance of K-12 schools to that of higher institutions, and in the implications of that relationship for K-12 teachers?
6. Are opportunities provided education students to observe school central office functions and attend local school board meetings and state legislative sessions?

4.2.12 *The program provides instruction in the rights and responsibilities of teachers and students.*

Criteria for Compliance

1. There is instruction in the policies which guide teachers in their various

roles and their relationship with students.

2. There is instruction in the resources available to teachers for exercising their rights and discharging their responsibilities.
3. There is instruction in the legal rights of teachers.

Evidence Questions

1. Is there instruction in state laws, court rulings, and other policies protecting the rights of teachers, e.g., liability, save harmless, academic freedom, due process, safety standards, immunization?
2. Is there instruction in state laws, court rulings, and other policies on certification, contract mandates, evaluation, and tenure?
3. Is there instruction in state laws, court rulings, and other policies which deal with the rights of education students in relation to teaching practice?

4.2.13 *The program provides instruction in the concepts and differences between governance of education and governance of the teaching profession.*

Criteria for Compliance

1. There is instruction in the governance responsibilities delegated by the public to official education agencies as well as the governance responsibilities of the organized teaching profession.
2. There is instruction in appropriate mechanisms for governance of the profession.

Evidence Questions

1. Is there instruction in the public's role in determining resources, structure, and management of schools?
2. Is there instruction in the role of the organized profession in determining who shall prepare for teaching, how preparation institutions and programs will be approved, and how teachers will be certificated and inducted into the profession?
3. Is there instruction in the concept, role, and structure of professional standards and certification bodies as appropriate mechanisms for achieving governance of the profession?
4. Are education students aware of standards by which their college program is judged and how these standards are enforced?

5.0 Membership in the Profession

5.1 *The program provides instruction in how the profession is organized, the functions of a variety of professional organizations, and the responsibilities of being a member of the profession.*

Criteria for Compliance

1. The program provides instruction in the responsibilities of membership in the profession
2. Opportunities are provided for education students to explore the nature of various professional organizations.
3. The program provides knowledge about the major professional associations and their activities at state, local, and national levels.

4. The program provides knowledge about specialized professional organizations and the role they play in improving instruction and curriculum.
5. The program provides information on professional conduct and includes codes of ethics.

Evidence Questions

1. Does the program teach education students or provide them information about the existence of professional organizations at the university level and at local, state, and national levels and how they are governed?
2. Does the program explore the advocacy role assumed by professional organizations through lobbying; bargaining; participation in developing curriculum, designing in-service programs, setting standards for the profession, and approving/accrediting teacher education programs; conducting research; and publishing?
3. Does the program explore the concept of professional conduct and examine existing codes of ethics? Is there evidence of commitment to continuing education as a means of enhancing professionalism?
4. Do the program goals allow for examination of the various professional journals available for teachers, administrators, and school boards, including special-interest journals?
5. Does the program provide information on specialty organizations and learned societies and how to become involved in them?
6. Does the program provide information on and opportunities to observe how the professional associations impact instruction.

5.2 *The program provides instruction in the relationship of the profession to governance of public school systems.*

Criteria for Compliance

1. The program provides instruction in the structure of the school, the local school system, and state and regional agencies.
2. The program provides instruction in the roles and functions of all school-related personnel.
3. The program provides instruction in the rights of teachers within the governance structure of the schools.
4. The program includes study of the school employee-employer contractual relationship and the process through which it is determined.

Evidence Questions

1. Does the program provide instruction and field-based experiences in staff meetings, school board meetings, and state education agency and legislative sessions dealing with educational issues?
2. Does the program provide instruction and field-based experiences relating to the work of various school personnel, e.g., principal, special service personnel, superintendent, practicing teachers at different levels?
3. Does the program provide instruction in what laws and policies exist within the state and various school districts which impinge on the practice of teaching?

State Teacher Education Agency

The NEA calls for the establishment in each state of an autonomous agency such as a professional standards board, governed by a majority of teachers who are members of the majority national teachers organization, to approve teacher preparation programs and certificate prospective teachers. The agency should have the following characteristics and powers:

- It should be legally autonomous.

  It should be directly responsible to the legislature.

  No other state agency should have veto power over it.

- It should be governed by a majority of K-12 teachers who are members of the majority national teachers organization.

  Other educational interest groups — such as those representing teachers K-G, higher education, and administrators — should have representation on the governing board.

  To be eligible for appointment to the board, a person should be fully certificated for the position he/she holds and have five years of teaching experience in the state, including two years immediately preceding the nomination and appointment.

  Nominations for teacher representatives on the board should come from the state affiliate of the majority national teachers organization.

- Its budget should be separate from that of other state education agencies and should be sufficient for the agency to carry out its functions.

  If fees are generated by the agency, they should support the work of the agency.

  The fees collected should not limit the agency's functions. If they are not sufficient, additional funds should come from general state revenues.

- It should use the NEA standards for approving teacher education programs at the state level.

- Its powers and responsibilities should be to:

  Establish procedures for using NEA standards to approve teacher education programs.

  Approve teacher education programs

  Award certificates to all eligible graduates of approved teacher education programs

  Set and administer its own budget

  Conduct hearings for the adoption of policies and rules

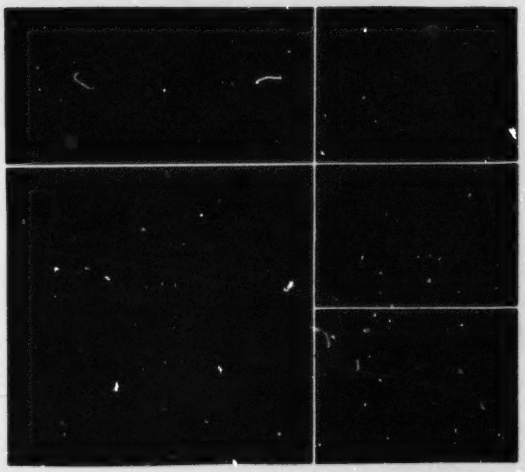
After hearings are conducted, adopt policies, rules, regulations, and procedures

Conduct hearings for due process and appeal

Monitor existing standards, change them when necessary, and investigate the need for additional standards

Hire an executive director and approve employment of the executive staff.

Achieving Our Purposes: Organizing For Action



Achieving Our Purposes: Organizing for Action

There are two phases to bringing about improvements in teacher education: (1) specifying the changes that need to take place, and (2) taking actions to ensure that improvements are made. The previous sections have described the essential components and skills to be acquired from teacher education programs, the standards for approving teacher education programs, and the guidelines for establishment of an autonomous state agency for approving programs and certificating teachers. This section will deal with the procedures affiliates should take to ensure that changes in teacher education actually occur.

The focus of action for the improvement of teacher education is the state agency which approves preparation programs. It is this agency that will make decisions about the quality of programs, the approval of programs, and the subsequent certification of teachers. Such determinations as the criteria used to approve teacher education programs, the conduct of the approval process, and the procedures employed for rendering judgments for approving programs lie within the structure and authority of the agency. The NEA believes that establishing such an agency or making changes in an existing agency to function in the ways described in this document will create a positive structure that can bring about the necessary changes for teacher education.

The Action Process

The first step in the action process is for the state affiliate to determine procedures currently used in the state for approving teacher education programs and certificating teachers. The instrument which follows allows the affiliate to (1) identify the system for program approval and teacher certification already existing in the state, (2) compare it with the system called for in this document, (3) identify discrepancies between what is and what ought to be, and (4) set priorities.

The second step is to develop a plan for taking action on each of the identified discrepancies. It was noted earlier that the role of the National Education Association is to articulate what should be achieved through changes in teacher education programs. It was further noted that the state affiliate needs to make decisions about what should be done immediately and what can be done on a long-range basis, how it can be done most effectively within the state, and what specific planning and implementation must occur to ensure success. Such decisions should be based on the political, economic, and professional characteristics unique to the state. The action plan in this section should be viewed, then, only as a guide.

Assessment Checklist:
State Teacher Education Agency

This instrument is designed for use by NEA affiliates to assess the state agency which currently approves teacher education programs. Whatever the agency's designation — board, commission, or council — it is the unit with responsibility for approving teacher education programs within the state.

The purpose of the instrument is to help Association members determine the extent to which the agency functions in ways consistent with those proposed in this document. To achieve this purpose, objectives appropriate for state teacher education agencies are identified under four categories: Composition and Teacher Representation, Legitimacy, Authority and Power, and Budget. In each category, respondents should indicate whether the objectives as stated are true or false for the agency that approves teacher education programs in the state. They should also rate the acceptability of the state approval agency in light of the objectives.

Information gathered with this instrument may be used to estimate the discrepancy between the existing state agency and the kind of agency advocated by this document. The information can also be used to identify desirable and possible changes and to promote discussion of the structure and function of state teacher education approval agencies.

Category and Objectives	True	False
IA. Composition of the Governing Board		
1. The membership of the board reflects appropriate geographic distribution.	____	____
2. There is an appropriate balance of men and women on the board.	____	____
3. The membership of the board is racially balanced.	____	____
4. The majority of the board are practicing certificated K-12 teachers.	____	____

* * *

To what extent is the existing governing board in your state acceptable in light of the objectives for Composition? (Check one.)

____ Very unacceptable ____ Acceptable

____ Unacceptable ____ Very acceptable

Category and Objectives	True	False

1B. Teacher Representation

1. The governing board includes practicing certificated K-12 teachers. ____ ____
2. Teacher representatives are currently employed as teachers. ____ ____
3. Elementary and secondary teachers comprise the majority of representatives. ____ ____
4. Elementary and secondary teachers are proportionately represented. ____ ____
5. Qualifications for teacher representation are public record. ____ ____
6. Qualifications for teacher representation are maintained. ____ ____
7. Procedures for nominating and appointing teacher representatives are public record. ____ ____
8. Procedures for nominating and appointing teacher representatives are followed. ____ ____
9. The state affiliate of the majority national teachers organization is the vehicle for the nomination of teacher representatives to the governing board. ____ ____
10. The K-12 teacher majority of the governing board are members of the majority national teachers organization. ____ ____

* * *

To what extent is the existing governing board in your state acceptable in light of the objectives for Teacher Representation? (Check one.)

____ Very unacceptable ____ Acceptable

____ Unacceptable ____ Very acceptable

Category and Objectives	True	False

II. **Legitimacy**

1. The agency is recognized in state education policy. ____ ____
2. The agency is authorized through state legislation. ____ ____
3. The agency is legally autonomous. ____ ____
4. The legitimacy of the agency is recognized by professional education groups in the state. ____ ____
5. The agency conducts hearings and has written rules. ____ ____
6. The agency maintains records of its proceedings. ____ ____
7. Documents pertaining to the operation of the agency are publicly accessible through hearings and upon written request. ____ ____

* * *

To what extent is the existing agency in your state acceptable in light of the objectives for Legitimacy? (Check one.)

____ Very unacceptable

____ Unacceptable

____ Acceptable

____ Very acceptable

Category and Objectives	True	False

III. **Authority and Power**

1. The agency has the authority or power to:

   a. Establish procedures for using standards to approve teacher education programs ____ ____

   b. Approve teacher education programs ____ ____

   c. Award certificates to all eligible graduates of approved teacher education programs ____ ____

   d. Set and administer its budget ____ ____

   e. Adopt policies, rules, regulations, and procedures ____ ____

   f. Monitor and investigate current standards for teacher education and establish new ones if necessary ____ ____

   g. Hire an executive director and approve employment of the executive staff. ____ ____

2. The agency uses formal standards for approving teacher education programs in the state. ____ ____

3. The standards for approving programs are consistent with those proposed by the NEA. ____ ____

4. The standards for approving programs are consistent with NCATE standards. ____ ____

* * *

To what extent is the existing agency in your state acceptable in light of the objectives for Authority and Power? (Check one.)

____ Very unacceptable ____ Accceptable

____ Unacceptable ____ Very acceptable

Category and Objectives	True	False

IV. **Budget**

1. The agency is funded for continuous operation. ____ ____
2. The funding source is reliable. ____ ____
3. Funds are adequate to carry out the functions of the agency. ____ ____
4. Funds are separate from other state education agencies. ____ ____
5. The budget is publicly available for examination. ____ ____
6. The agency is responsible for setting the budget. ____ ____
7. The legislature authorizes the budget. ____ ____
8. The agency sets fees for approving programs and certificating teachers. ____ ____
9. Fees collected are used only by the agency. ____ ____

* * *

To what extent is the existing agency in your state acceptable in light of the objectives for Budget? (Check one.)

____ Very unacceptable

____ Unacceptable

____ Accceptable

____ Very acceptable

Developing an Action Plan

Analyzing the data from the Assessment Checklist is the basis for setting priorities:

- What can be changed immediately and with minimal effort
- What can be easily accomplished on a longer range basis
- What changes will be difficult to accomplish without exceptional effort.

Once these three levels of priority are established, it is important for the state association to determine the action necessary to achieve its purposes. Affiliates of the NEA have an extensive history of successful organizing in instructional, political, and legislative arenas and they can use this expertise to bring about substantial changes in teacher education programs. Consideration should be given to unilateral action, coalition building, organizing members, public relations, and political legislative actions. Timelines and budget considerations for such a program are critical.

The NEA will provide technical assistance to any of its affiliates choosing to participate in implementing the proposals set forth in this document. As states develop and implement their action plans, case studies will be made available by the NEA to document efforts to improve the quality of teacher education in the United States.